

## §128.13. Spanish Language Arts and Reading, Grade 2, Beginning with School Year 2009-2010.

### (a) Introduction.

- (1) The Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) reflect language arts standards that are authentic to the Spanish language and Spanish literacy, not mere translations from English. The Spanish Language Arts and Reading TEKS are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the Spanish language in speaking and writing. The Reading strand is structured to reflect major topic areas of the National Reading Panel Report as well as other current and relevant research on Spanish literacy development. In second grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should write, read, and be read to on a daily basis.
- (2) Research consistently shows that literacy development in the student's native language facilitates learning in English (Collier & Thomas, 1997; Cummins, 2001). Students can develop cognition, learn, and achieve best when they can understand the language of instruction (August, Calderon, & Carlo, 2003). Students who have strong literacy skills in their primary language can be expected to transfer those skills to English and *progress rapidly* in learning in English. Although English and Spanish look very similar on the surface (i.e., similar alphabets; directionality; cognates) the conventions of each language presuppose the reading process in that language. Consequently, systematic instruction in the appropriate sequence of skills is critical. For this reason, the Spanish

Language Arts and Reading TEKS reflect language arts standards that are authentic to the Spanish language and not mere translations from English.

- (A) Spanish, as opposed to English, has a closer letter-sound relationship and clearly defined syllable boundaries. The syllable in Spanish is a more critical unit of phonological awareness than in English because of the consistent phoneme-grapheme correspondence. Syllables are important units for Spanish because of their strong effect in visual word recognition (Carreiras et al., 1993) and their major role in predicting Spanish reading success. In addition, Spanish presents a much higher level of orthographic transparency than English and does not rely on sight words for decoding. This orthographic transparency accelerates the decoding process and the focus quickly moves to fluency and comprehension. Spanish uses frequency words that are identified by the rate of occurrence in grade appropriate text and used to build on fluency and comprehension. However, in English, "sight" words are used because of words that are not decodable such as "are" or "one." In Spanish, decoding issues are not as prevalent as issues of comprehension. These specific features of the Spanish language will influence reading methodology and development.
  - (B) Spanish instruction maximizes access to English content. Students with strong literacy skills in Spanish phonemic awareness, phonics, vocabulary, and reading comprehension can be expected to transfer those skills to English. The "transfer" of knowledge and skills from one language to another refers to the metalinguistic and metacognitive processes and awareness that students gain in developing literacy in two languages. Current research on bilingual instruction (e.g., August & Shanahan, 2006; Genesse et al., 2006) shows how students use native literacy knowledge when learning to read and write in another language.
  - (C) The effective transfer of skills transpires as students develop their metalinguistic skills and as they engage in a contrastive analysis of the Spanish and English languages (Cummins, 2007). Transfer matters occur within fundamentals of language that are common to Spanish and English; within fundamentals that are similar, but not exact in both languages; and in fundamentals specific to each language and not applicable to the other language. The strength of learning through formal instruction in Spanish determines the extent of transfer in English (August, Calderon, & Carlo, 2000; Slavin & Calderon, 2001; Garcia, 2001). In other words, for transfer to occur, comprehension of the "rules" and the realization of their applicability to the new language specific tasks are necessary.
  - (D) The concept of transfer necessitates the use of some of both languages in which both (Spanish and English) *co-exist with flexibility*. As a result of working within two language systems, students' metalinguistic and metacognitive skills are enhanced when they learn about the similarities and differences between languages. This is *reliant* on the type of bilingual program model being used (See Texas Education Code, §29.066).
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 2 as described in subsection (b) of this section.
  - (4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.
- (b) Knowledge and skills.
    - (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how Spanish is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first

word, beginning and ending punctuation, commas, quotation marks, and em dash to indicate dialogue).

- (2) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures, including:
    - (i) open syllable (CV) (e.g., la/la-ta; to/to-ma);
    - (ii) closed syllable (CVC) (e.g., mes, sol);
    - (iii) diphthongs (e.g., viernes, pie, fui);
    - (iv) hiatus (e.g., fideo, poeta);
    - (v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and
    - (vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rro);
  - (B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);
  - (C) decode words with silent "h" with increasing accuracy;
  - (D) become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;
  - (E) decode words that have same sounds represented by different letters with increased accuracy (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela);
  - (F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);
  - (G) identify and read abbreviations (e.g., Sr., Dra.);
  - (H) identify the stressed syllable (*sílaba tónica*);
  - (I) decode words with an orthographic accent (e.g., papá, avión); and
  - (J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).
- (3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
- (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
  - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
  - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- (4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.

- (5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
  - (A) use prefixes and suffixes to determine the meaning of words (e.g., componer/descomponer; obedecer/desobedecer);
  - (B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
  - (C) identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning; and
  - (D) alphabetize a series of words and use a dictionary or a glossary to find words.
- (6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
  - (A) identify moral lessons as themes in well-known fables, legends, myths, or stories; and
  - (B) compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.
- (7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.
- (8) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.
- (9) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
  - (A) describe similarities and differences in the plots and settings of several works by the same author; and
  - (B) describe main characters in works of fiction, including their traits, motivations, and feelings.
- (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.
- (11) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).
- (12) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.
- (13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

- (14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
- (A) identify the main idea in a text and distinguish it from the topic;
  - (B) locate the facts that are clearly stated in a text;
  - (C) describe the order of events or ideas in a text; and
  - (D) use text features (e.g., table of contents, index, headings) to locate specific information in text.
- (15) Reading/Comprehension of Informational Text/Procedural Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
- (A) follow written multi-step directions; and
  - (B) use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).
- (16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
- (A) recognize different purposes of media (e.g., informational, entertainment);
  - (B) describe techniques used to create media messages (e.g., sound, graphics); and
  - (C) identify various written conventions for using digital media (e.g., e-mail, website, video game).
- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- (A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);
  - (B) develop drafts by sequencing ideas through writing sentences;
  - (C) revise drafts by adding or deleting words, phrases, or sentences;
  - (D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
  - (E) publish and share writing with others.
- (18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write brief stories that include a beginning, middle, and end; and
  - (B) write short poems that convey sensory details.
- (19) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- (A) write brief compositions about topics of interest to the student;
  - (B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
  - (C) write brief comments on literary or informational texts.
- (20) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive statements about

issues that are important to the student for the appropriate audience in the school, home, or local community.

- (21) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) understand and use the following parts of speech in the context of reading, writing, and speaking:
    - (i) regular and irregular verbs (past, present, and future in the indicative mode);
    - (ii) nouns (singular/plural, common/proper);
    - (iii) adjectives (e.g., descriptive: viejo, maravilloso);
    - (iv) articles (e.g., un, una, la, el);
    - (v) adverbs (e.g., time: antes, después; manner: cuidadosamente);
    - (vi) prepositions and prepositional phrases;
    - (vii) pronouns (e.g., él, su); and
    - (viii) time-order transition words; and
  - (B) distinguish among declarative, interrogative, exclamatory, and imperative sentences.
- (22) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) write legibly leaving appropriate margins for readability;
  - (B) use capitalization for:
    - (i) proper nouns; and
    - (ii) the salutation and closing of a letter;
  - (C) understand that months and days of the week are not capitalized;
  - (D) recognize and use punctuation marks, including beginning and ending punctuation in sentences; and
  - (E) identify, read, and write abbreviations (e.g., Srta., Dr.).
- (23) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) become familiar with words using orthographic patterns including:
    - (i) words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;
    - (ii) words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in loro and cara;
    - (iii) words that use syllables with silent "h," as in hora and hoy;
    - (iv) words that use syllables que-, qui-, as in queso and quitto; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;
    - (v) words that have the same sound represented by different letters (e.g., "r" and "rr," as in ratón and perro; "ll" and "y," as in llave and yate; "g" and "j," as in gigante and jirafa; "c," "k," and "q," as in casa, kilo, and quince; "c," "s," and "z," as in cereal, semilla, and zapato; "j" and "x," as in cojín and México; "i" and "y," as in imán and doy; "b" and "v," as in burro and vela); and

- (vi) words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);
  - (B) spell words with consonant blends (e.g., bra/bra-zo-, glo/glo-bo-);
  - (C) spell the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., lápiz, lápices, feliz, felices);
  - (D) use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell;
  - (E) spell words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g., feliz, canción);
  - (F) become familiar with words that have a prosodic or orthographic accent on the second-to-last syllable (palabras graves) (e.g., casa, árbol);
  - (G) use accents appropriately on words commonly used in questions and exclamations (e.g., cuál, dónde, cómo);
  - (H) mark accents appropriately when conjugating verbs in the simple past in the indicative mode (e.g., corrió, jugó);
  - (I) identify, read, and write abbreviations (e.g., Sr., Dra.); and
  - (J) use resources to find correct spellings.
- (24) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics; and
  - (B) decide what sources of information might be relevant to answer these questions.
- (25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;
  - (B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and
  - (C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).
- (26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.
- (27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.
- (28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively to speakers and ask relevant questions to clarify information; and
  - (B) follow, restate, and give oral instructions that involve a short related sequence of actions.

- (29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
- (30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

*Source: The provisions of this §128.13 adopted to be effective November 26, 2008, 33 TexReg 9465.*